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# THE EDSON-LAING READERS

## BOOK ONE    BUSY FOLK

BY

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WITH ILLUSTRATIONS BY

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1920

## THE EDSON-LAING READERS

BOOK ONE, BUSY FOLK

BOOK TWO, LEND A HAND

BOOK THREE, NEIGHBORS

BOOK FOUR, WORKING TOGETHER

BOOK FIVE

---

IN its Book One, this basal series of school readers begins at once with literature.

It follows a carefully graded development:

- (1) In the number of new words to the page.
- (2) In the arrangement of material on the page.
- (3) In the difficulty of words and sentences.

It should be so used that pleasure in good literature will at once become a means of inducing the reading habit.

The editors extend their thanks to Professor Fred N. Scott of the University of Michigan for helpful suggestions on the content of the series, *i.e.* the social life of the child.

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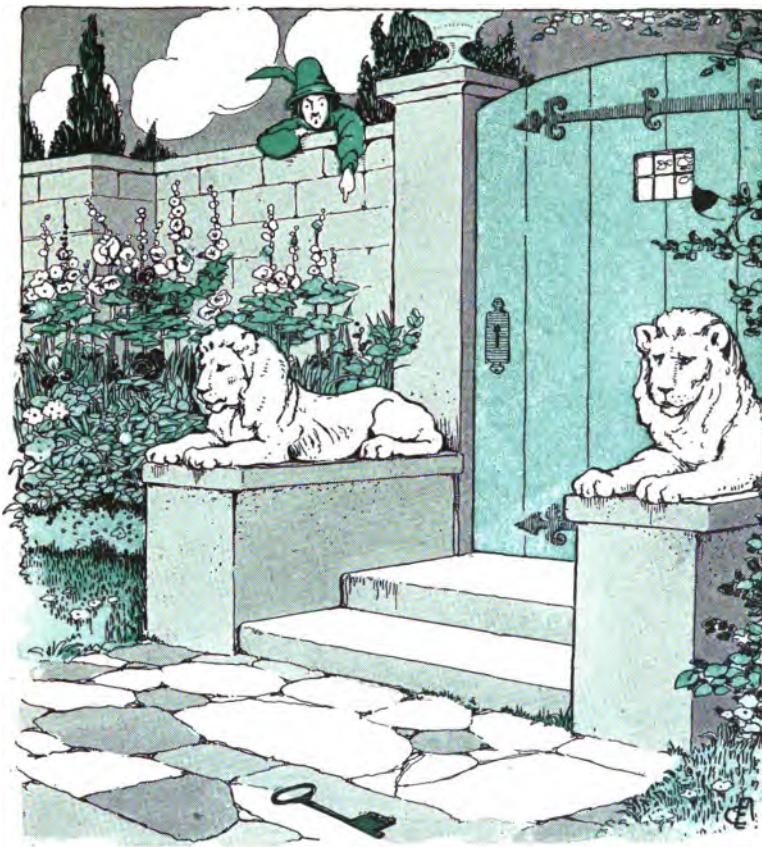
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Every child should busy be;  
'Tis a working world, you see.



## THE KEY TO THE KING'S GARDEN

The key, the key  
To the King's garden!



I sell the key  
To the King's garden.



I sell the string  
That held the key  
To the King's garden.



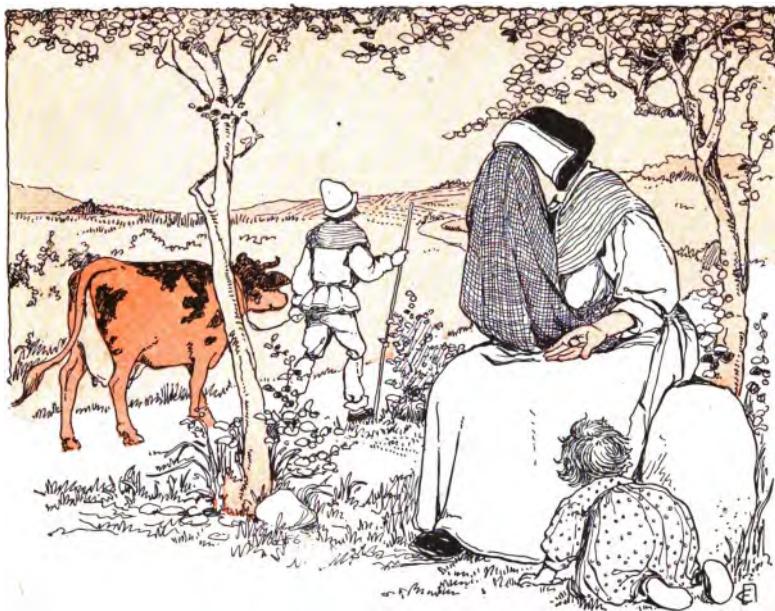
I sell the rat  
That gnawed the string  
That held the key  
To the King's garden.



I sell the cat  
That caught the rat  
That gnawed the string  
That held the key  
To the King's garden.



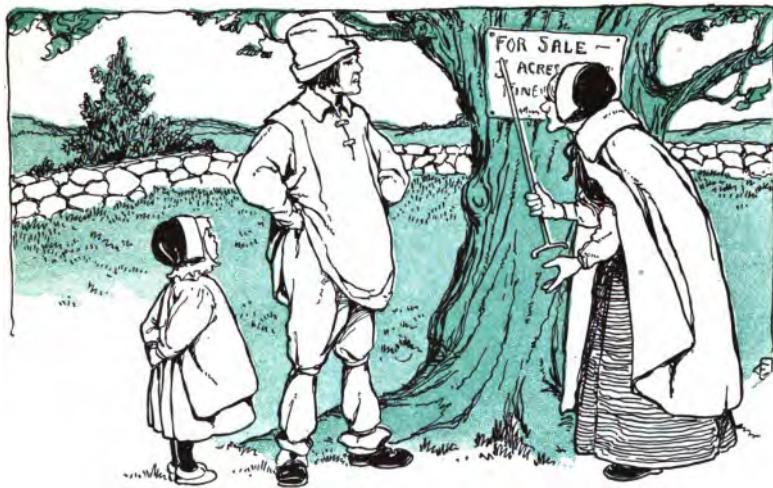
I sell the dog  
That chased the cat  
That caught the rat  
That gnawed the string  
That held the key  
To the King's garden.



I sell the cow  
That tossed the dog  
That chased the cat  
That caught the rat  
That gnawed the string  
That held the key  
To the King's garden.



I sell the grass  
That fed the cow  
That tossed the dog  
That chased the cat  
That caught the rat  
That gnawed the string  
That held the key  
To the King's garden.



I sell the ground  
That grew the grass  
That fed the cow  
That tossed the dog  
That chased the cat  
That caught the rat  
That gnawed the string  
That held the key  
To the King's garden.



I will buy the ground  
That grew the grass  
That fed the cow  
That tossed the dog  
That chased the cat  
That caught the rat  
That gnawed the string  
That held the key  
To the King's garden.

— OLD ENGLISH.



## LITTLE ACORN SISTERS

One little acorn sister,  
Two little acorn sisters,  
Three little acorn sisters—  
Three little acorn girls.

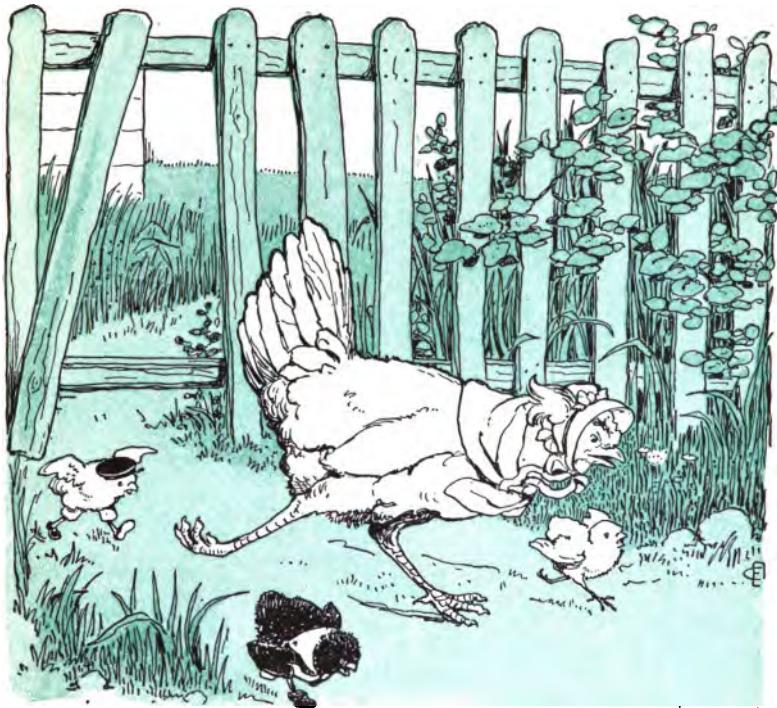
One little, two little,  
Three little acorn sisters—  
Three little acorn girls.

Three little acorn sisters,  
Two little acorn sisters,  
One little acorn sister—  
One little acorn girl.

Three little, two little,  
One little acorn sister—  
No little acorn girl.

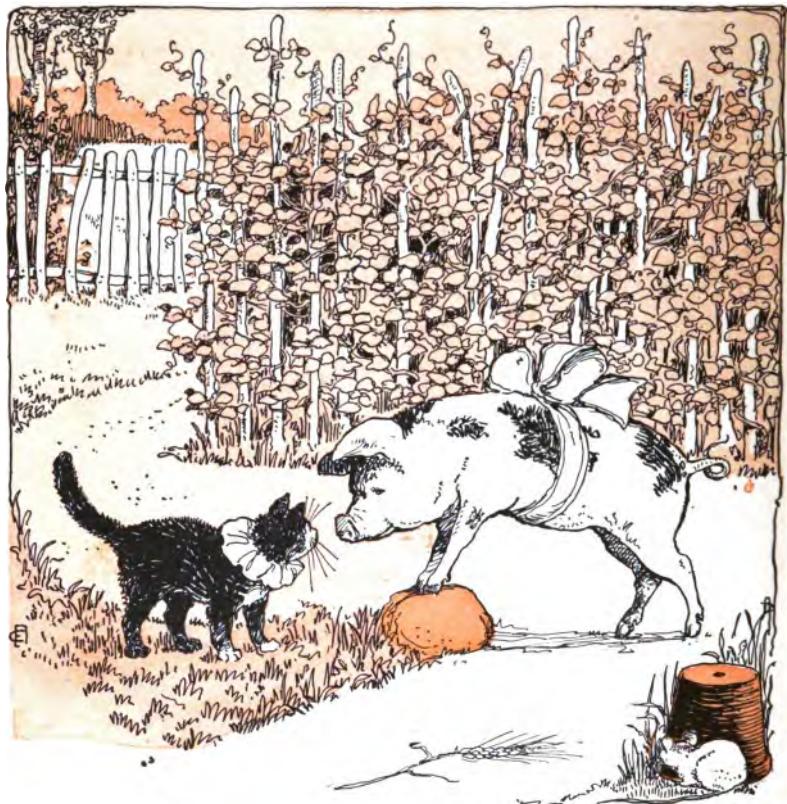
—ITALIAN SONG.





## THE LITTLE RED HEN

The little red hen ran to the garden.  
One little chick ran to the garden.  
Two little chicks ran to the garden.  
Three little chicks ran to the garden.



A rat was in the garden.  
A cat was in the garden.  
A pig was in the garden.  
Some wheat was in the garden.



The little hen found the wheat.  
The hen said to the chicks,  
“Wheat! wheat! see this wheat!”

One little chick ran to see it.  
Two little chicks ran to see it.  
Three little chicks ran to see it.



The little red hen asked,  
“Who will plant this wheat?”

The rat said, “I will not.”  
The cat said, “I will not.”  
The pig said, “I will not.”  
“I will then,” said the little red hen.

The wheat grew up.  
Then the little hen asked,  
“Who will cut this wheat?”

The rat said, “I will not.”  
The cat said, “I will not.”  
The pig said, “I will not.”  
“I will then,” said the little red hen.



Then the little red hen asked,  
“Who will thresh this wheat?”

The rat said, “I will not thresh it.”  
The cat said, “I will not thresh it.”  
The pig said, “I will not thresh it.”

“I will then,” said the little red hen.

The little red hen asked,  
“Who will grind this wheat?”

The rat said, “I will not grind it.”  
The cat said, “I will not grind it.”  
The pig said, “I will not grind it.”

“I will then,” said the little red hen.

Then the little red hen asked,  
“Who will make the bread?”

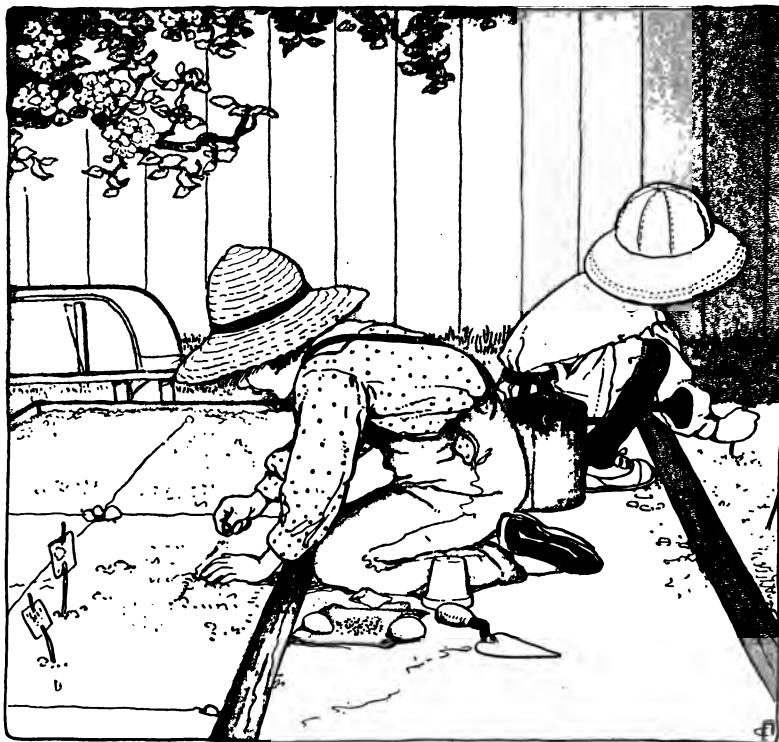
“I will not make bread,” said the rat.  
“I will not make bread,” said the cat.  
“I will not make bread,” said the pig.

“I will then,” said the little red hen.

“Bread, little chicks!” said the red hen.

The rat ran to eat the bread.  
The cat ran to eat the bread.  
The pig ran to eat the bread.  
The three little chicks ran.

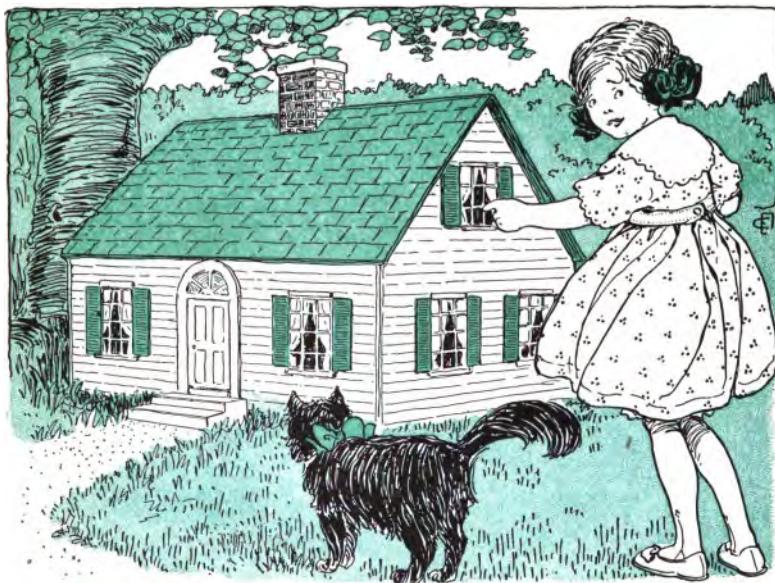
But the three little chicks had the bread.



## MY GARDEN

I plant my seeds  
In garden small;  
My seeds will grow  
To flowers tall.

— MARY E. LAING.



## THE HOUSE THAT THE BOYS BUILT

This is the house  
That the boys built.

This is the board  
That was nailed in the house  
That the boys built.



This is the log  
That made the board  
That was nailed in the house  
That the boys built.

This is the tree that grew in the wood,  
That made the log  
That made the board  
That was nailed in the house  
That the boys built.



This is the farmer, strong and good,  
That cut the tree that grew in the  
wood,  
That made the log  
That made the board  
That was nailed in the house  
That the boys built.



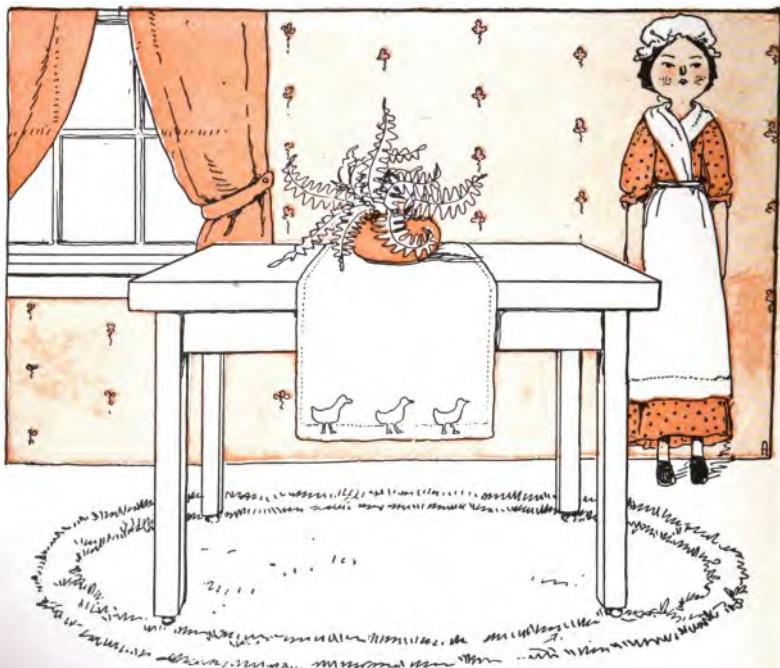
This is the cock that crows in the morn,  
That wakes the farmer, strong and good,  
That cut the tree that grew in the wood,  
That made the log  
That made the board  
That was nailed in the house  
That the boys built.



This is the laddie planting corn,  
That feeds the cock that crows in the  
morn,  
That wakes the farmer, strong and  
good,  
That cut the tree that grew in the  
wood,  
That made the log  
That made the board  
That was nailed in the house  
That the boys built.

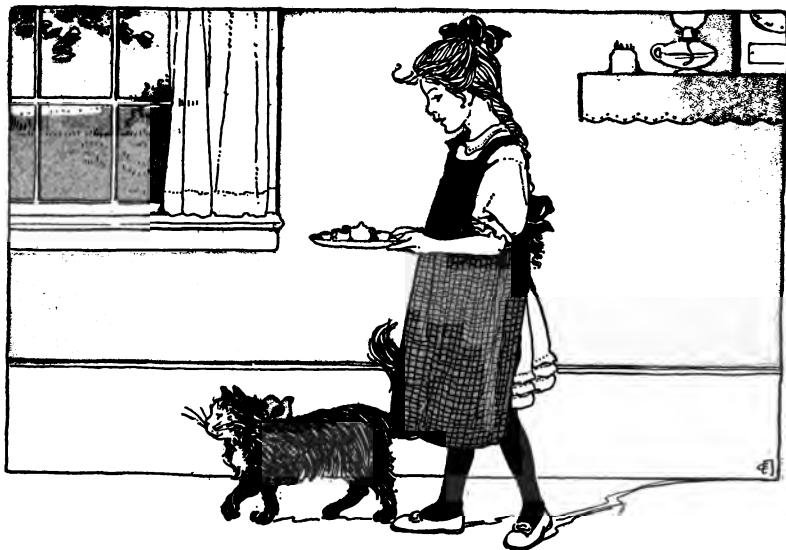
This is the house  
That the boys built.

This is the table, white and square,  
That stands in the house  
That the boys built.





This is the china,  
Washed with care,  
That is put on the table,  
White and square,  
That stands in the house  
That the boys built.



This is a girl  
With braided hair,  
That washes the china  
With great care,  
That is put on the table,  
White and square,  
That stands in the house  
That the boys built.



This is a room  
At the foot of the stair,  
Where works the girl  
With braided hair,  
That washes the china  
With great care,  
That is put on the table,  
White and square,  
That stands in the house  
That the boys built.

This is a doll  
That we call Clare,  
That we take to the room  
At the foot of the stair,  
Where works the girl  
With braided hair,  
That washes the china  
With great care,  
That is put on the table,  
White and square,  
That stands in the house  
That the boys built.





## THE THREE LITTLE PIGS

Once there was a mother pig.  
The mother pig had three little pigs.  
There was little pig One.  
There was little pig Two.  
There was little pig Three.



One day the mother pig said,  
“Go, find some work, little pigs.”  
The little pigs went to find work.

Little pig One said, “I shall build  
me a house.”

Little pig Two said, “I shall build  
me a house.”

Little pig Three said, “I shall build  
me a house.”



Little pig One said,  
"I shall build a soft house."

Little pig Two said,  
"I shall build a tall house."

Little pig Three said,  
"I shall build a strong house."



## II

One day little pig One found some straw.

The straw was soft.

Little pig One said,

“This straw will make my house soft.

I will build a straw house.”

Then little pig One built a house of the soft straw.

One day a wolf came to the straw house.

The wolf knocked at the door.

The little pig ran to the door.

The wolf said,

“Little pig, little pig,  
Let me come in.”

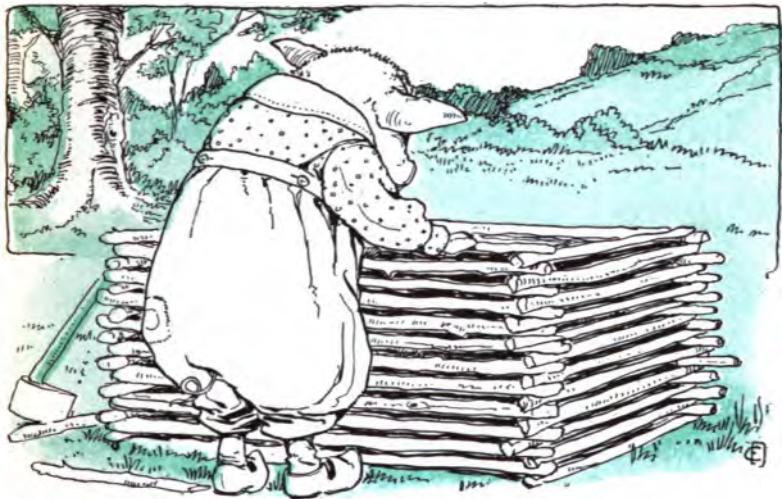




“No, no, by the hair  
Of my chinny-chin-chin.”

“Then I'll huff and I'll puff  
And I'll blow your house in.”

Then the wolf huffed and puffed  
and blew in the straw house and ate  
up little pig One.



### III

Little pig Two found some sticks.  
Little pig Two said,  
“The sticks will not make a strong  
house.

The sticks will make a tall house.  
I will build my house of sticks.”

Then little pig Two built a tall house  
of sticks.

One day the wolf came to the house of sticks.

The wolf knocked at the door and said,

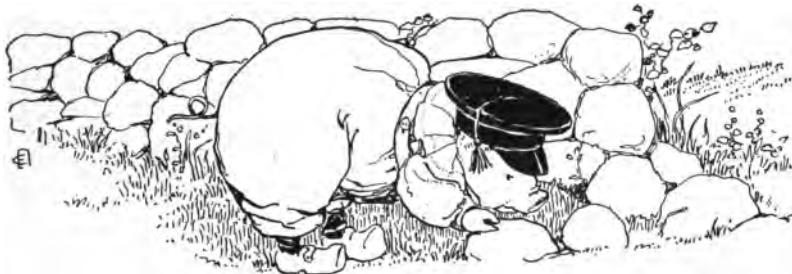
“Little pig, little pig,  
Let me come in.”

“No, no, by the hair  
Of my chinny-chin-chin.”

“Then I’ll huff and I’ll puff  
And I’ll blow your house in.”

So the wolf huffed and puffed and blew in the house of sticks and ate up little pig Two.





IV

Little pig Three found some stone.  
Little pig Three said,  
“This stone will make a strong house;  
I will build my house of stone.”

The little pig worked one day.  
He worked two days.  
He worked three days.  
Then the house of stone was built.

The wolf came to the stone house.  
He knocked at the door.

*Wolf.* Little pig, little pig,  
Let me come in.

*Pig.* No, no, by the hair  
Of my chinny-chin-chin.

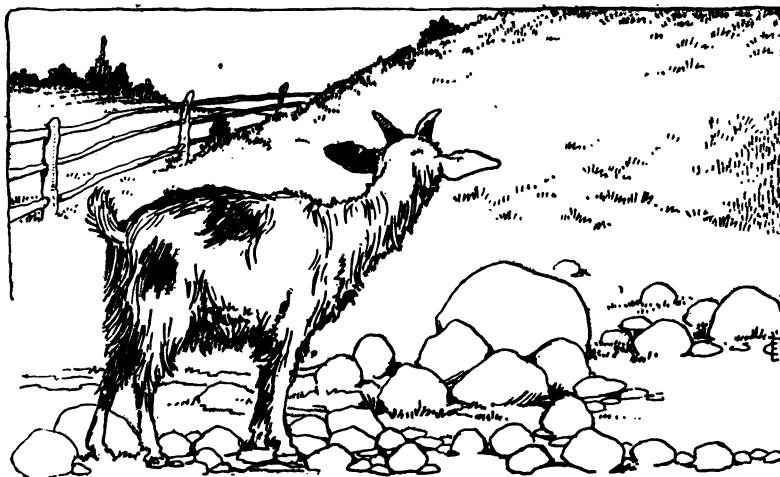
*Wolf.* Then I'll huff and I'll puff  
And I'll blow your house in.

*Pig* You may huff and puff, but  
you will not blow my house in.

The wolf huffed and puffed and  
*huffed* and *puffed*, but he did not  
blow in the strong house of stone.

—OLD ENGLISH TALE.





## PETER AND NANNY

A boy had a goat.  
The boy's name was Peter.  
The goat's name was Nanny.

One day Nanny ran away.  
Nanny saw some grass.  
The grass was on a hill.  
Nanny said, "I will eat that grass."



Peter ran to find his goat.  
There was Nanny on the hill !  
Peter called to the goat,  
“Come, dear Nanny, come home.”  
Nanny said, “No, I want to eat  
this grass.”  
Peter called, “Come, Nanny, I want  
my supper.”  
“I will not come,” said Nanny.  
Then Peter ran to the fox and said,  
“My dear fox, bite Nanny ;



Nanny will not come home,  
And I want my supper."

The fox said, "No, I will not  
bite Nanny."

Then Peter ran to the wolf and said,  
"My dear wolf, chase the fox;  
The fox will not bite Nanny,  
Nanny will not come home,  
And I want my supper."  
"I will not chase the fox," said  
the wolf.



Then Peter ran to the bear and said,  
"My dear bear, kill the wolf;  
The wolf will not chase the fox,  
The fox will not bite Nanny,  
Nanny will not come home,  
And I am so hungry, I want  
my supper!"

The bear said, "No, no, I will not  
kill the wolf."

Then Peter ran to a man and said,  
“My dear man, shoot the bear;  
The bear will not kill the wolf,  
The wolf will not chase the fox,  
The fox will not bite Nanny,  
Nanny will not come home,  
And I am so hungry, I want  
my supper!”

The man said, “No, I will not shoot  
the bear.”

So Peter ran to the rope and said,  
“My dear rope, hang the man;  
The man will not shoot the bear,  
The bear will not kill the wolf,  
The wolf will not chase the fox,  
The fox will not bite Nanny,  
And I am so hungry, I want  
my supper!”

But the rope said, "No, I will not hang the good man."

Then Peter ran to the rat and said,  
"My dear rat, gnaw the rope;  
The rope will not hang the man,  
The man will not shoot the bear,  
The bear will not kill the wolf,  
The wolf will not chase the fox,  
The fox will not bite Nanny,  
Nanny will not come home,  
And I am so hungry, I want  
my supper!"

"I will not gnaw the rope," said the rat.

Then Peter ran to the cat and said,  
"My dear cat, catch the rat;  
The rat will not gnaw the rope,



The rope will not hang the man,  
The man will not shoot the bear,  
The bear will not kill the wolf,  
The wolf will not chase the fox,  
The fox will not bite Nanny,  
Nanny will not come home,  
And I am so hungry, I want  
my supper!"

The cat said, "My little ones are hungry.

Give me some milk for my little ones,

and I will catch the rat."

So Peter gave the cat some milk.

Then the cat caught the rat,

The rat gnawed the rope,

The rope hanged the man,

The man shot the bear,

The bear killed the wolf,

The wolf chased the fox,

And the fox bit Nanny.

Nanny ran into the gate and cut  
her leg.

"Mah-ah," said Nanny.

Peter had his supper.

But Nanny runs on three legs.

— ASBJØRNSEN. *Adapted.*



## COME, BUTTER, COME

Come, butter, come,  
Come, butter, come!  
Peter stands at the gate  
Waiting for a buttered cake;  
Come, butter, come.

— OLD ENGLISH RHYME.



## THE WHITE RABBIT

I am the white rabbit  
That went to the garden  
To look for a cabbage  
To make me some soup.

The white rabbit came home from the garden.

She found the door of her house locked.

She knocked at the door.

A gruff voice called, "Who is it?"

The white rabbit said,



"I am the white rabbit  
Come home from the garden,  
Where I looked for a cabbage  
To make me some soup."

Then the gruff voice called,



“I am the huge jolly goat.  
With a spring and a bound  
I can cut you in three.  
And eat you up in no time.”

The little white rabbit ran away.  
She met a strong ox. Then the little  
white rabbit said, "Strong Ox, help me.

I am the white rabbit  
That went to the garden,  
To look for a cabbage  
To make me some soup.  
When I got home  
I found the huge jolly goat;  
With a spring and a bound  
He will cut me in three  
And eat me up in no time."

Then the strong ox said,

"I cannot help you, for I am afraid  
of the huge jolly goat."

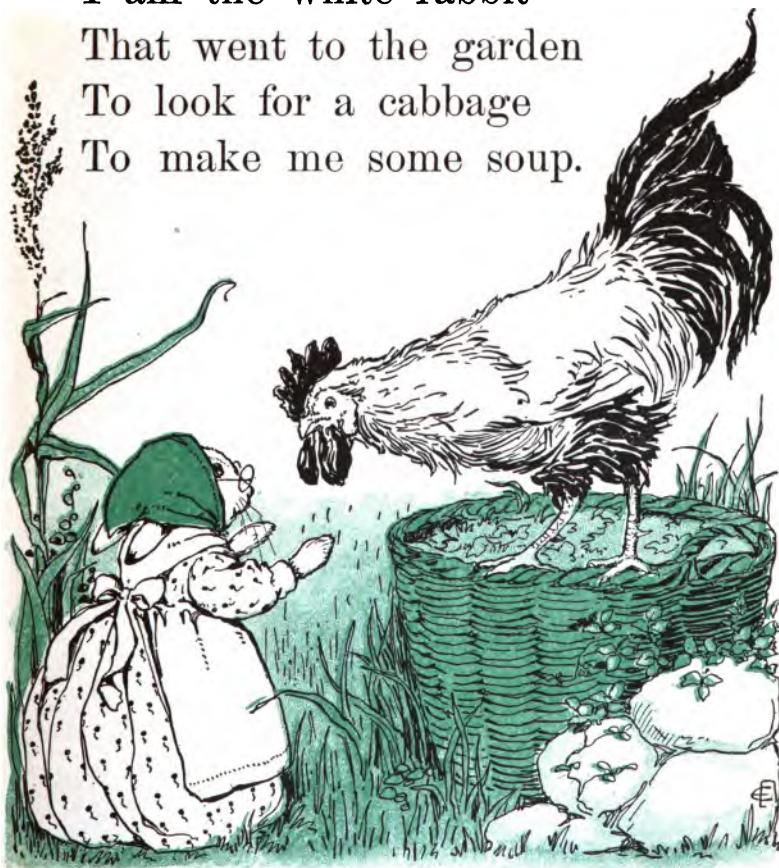
So the white rabbit went on and met a big dog. Then she called, "Oh, help me, Big Dog!"

I am the white rabbit  
That went to the garden  
To look for a cabbage  
To make me some soup.  
When I got home,  
I found the huge jolly goat;  
With a spring and a bound  
He will cut me in three  
And eat me up in no time."

The big dog said, "Oh, I cannot help you, I am so afraid of the huge jolly goat!"

Then the rabbit went on and met a fine cock. She said, "Help me, Fine Cock.

I am the white rabbit  
That went to the garden  
To look for a cabbage  
To make me some soup.



When I got home,  
I found the huge jolly goat;  
With a spring and a bound  
He will cut me in three  
And eat me up in no time."

The fine cock said, "Oh, I cannot help you, I am afraid of the huge jolly goat!"

Then the poor rabbit said, "No one will help me to chase the huge jolly goat out of my little house. Where can I go?"

Then the rabbit met a little ant.

The little ant asked, "Why do you weep, White Rabbit?"

The white rabbit said,

“I came from the garden  
Where I went for a cabbage  
To make me some soup.  
When I got home,  
I found the huge jolly goat;  
With a spring and a bound  
He will cut me in three  
And eat me up in no time.”

Then the little ant said, “I will go with you.”

So they went back together and knocked at the house door.

The goat called out in a gruff voice,

“I am the huge jolly goat;  
With a spring and a bound

I will cut you in three  
And eat you up in no time."

The little ant said, "I am the great big ant that can sting you, you huge jolly goat."

Then the little ant ran in through the keyhole. She went up the stair. There was the huge jolly goat! She stung the huge jolly goat.

"Oh, oh, oh!" said the jolly goat.

He jumped from the window and ran away.

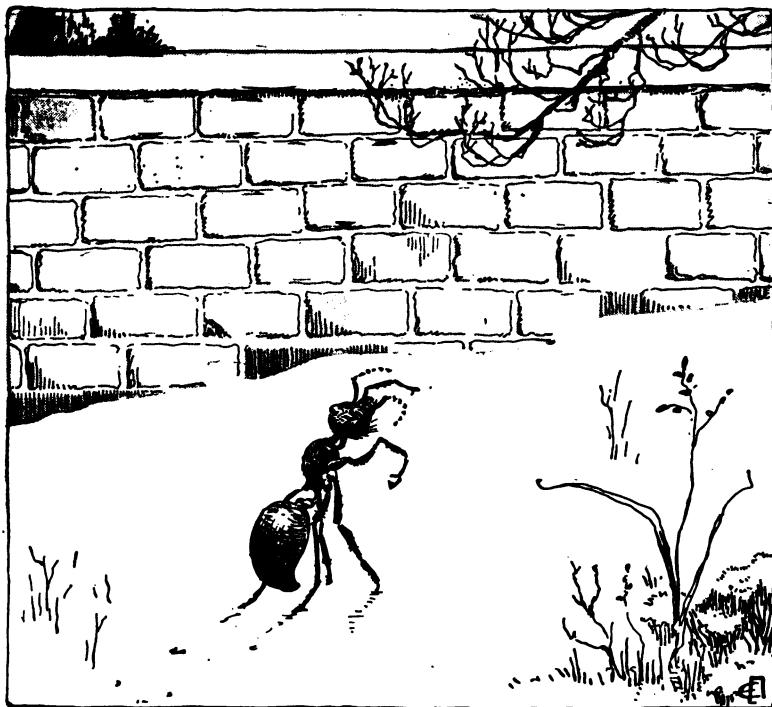




Then the white rabbit cut up the cabbage and made soup.

Now the white rabbit and the great big ant live in the little house together.

— SPANISH FOLK TALE.



## THE ANT AND THE SNOW

One day, a poor little ant went to look for food.

The white snow was on the ground.  
It began to clog her little feet.

Then the poor ant said,

“O snow, you must be strong  
To clog my little feet!”

The snow said, “I may be strong  
but the sun can melt me.”

Then the poor ant said to the sun,

“O sun, you must be strong  
To melt the white snow.  
That clogs my little feet!”

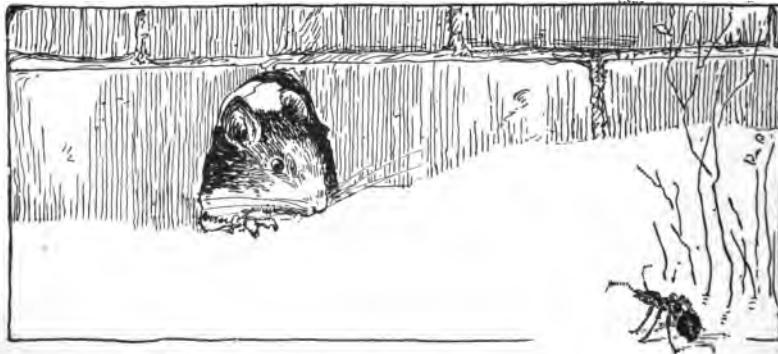
The sun said, “I may be strong but  
the wall keeps me from melting the  
snow.”

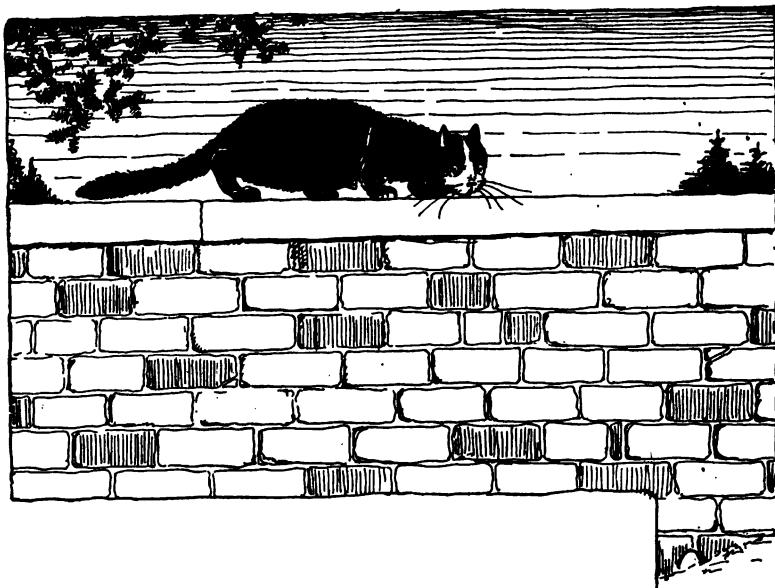
The little ant said to the wall,

“O wall, you must be strong  
To keep the great sun  
From melting the snow  
That clogs my little feet!”

The wall said, “I may be strong, but  
a rat can gnaw a hole through me.”

The little ant said to the rat,





“O rat, you must be strong  
To gnaw a hole  
Through the strong wall  
That keeps the great sun  
From melting the snow  
That clogs my little feet!”



The rat said, “I may be strong, but  
— *a cat can eat me up.*”

— SPANISH FOLK TALE.



## CRI-CRI<sup>1</sup>

Once a little ant lived in a pretty house.

One day a strong ox came by.

The ant was at the door of her house.

He saw her and asked,

“May I live in this pretty house with you, Little Ant?”

The little ant said, “Let me hear you sing.”

So the strong ox called, “Moo-oo.”

<sup>1</sup>Cri-Cri—the cricket.

Then the little ant said, "No, you cannot live in this house. You speak in a gruff voice. In this house one speaks in a pleasant voice."

Then a white dog came by. The little ant was washing her china. White Dog saw the pretty house and asked,

"Little Ant, may I live in this pretty house with you?"

"Let me hear you sing," said the ant.

Then the white dog called, "Bow-wow; bow-wow."

"No," said the little ant; "you speak in a gruff voice. In this house one speaks in a pleasant voice."



Big Pig came by.

He saw the pretty house and the little ant with her broom. Big Pig asked,

“Little Ant, may I live in this pretty house with you?”

The little ant said, “Let me hear you sing.”

Then the big pig called, “Ugh-ugh ; ugh-ugh.”

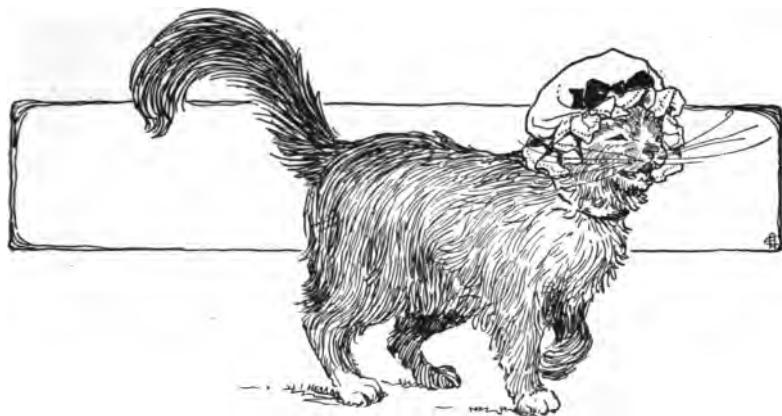
The little ant said, “No, no, Big Pig, for your voice is gruff. In this little house one speaks in a pleasant voice.”

Gray Pussy came by.

The little ant was washing the window.

Gray Pussy called to her and asked,

“Pretty Ant, may I live in this little house with you?”



“Let me hear you sing,” said the ant.  
Gray Pussy began to cry, “Meow,  
meow.”

Then the little ant said,  
“No, no, Gray Pussy, for your voice  
is not pleasant.”

Then a fine cock came by.  
The little ant was making bread.  
Fine Cock asked her,  
“Little Ant, may I come to live in  
this pretty house with you?”

“Let me hear you sing,” said the ant.

Then the fine cock began to sing,

“Cock-a-doodle-doo,  
Cock-a-doodle-doo.”

The little ant said, “No, Fine Cock, you cannot live in this house, for your song is not pleasant.”

Then came Cri-Cri.

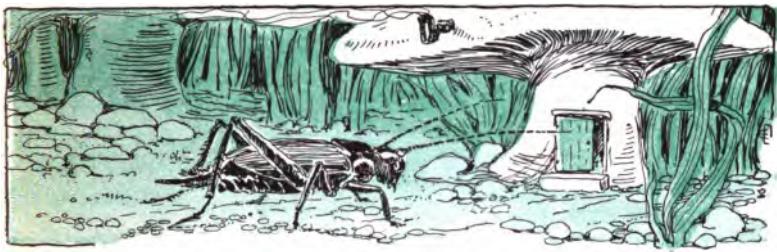
The little ant was making cake.

Cri-Cri asked, “Little Ant, will you let me live in this pretty house with you?”

“Let me hear you sing,” said the little ant.

Then Cri-Cri began to sing.

The little ant said, “You sing in a sweet voice, Cri-Cri; you may live in this little house with me.”



One day the little ant said,  
"You may make the soup, dear Cri-  
Cri. Stir it with the big spoon. Do  
not stir it with the little spoon."

Then the little ant went away.  
Cri-Cri ran to find the big spoon.  
He saw the little spoon.  
"I will stir the soup with this little  
spoon," he said.

Cri-Cri began to stir the soup, but  
the spoon was so small that he fell  
into the soup and was drowned.

The little ant came home. She saw  
Cri-Cri drowned in the soup.

Then the little ant began to weep.

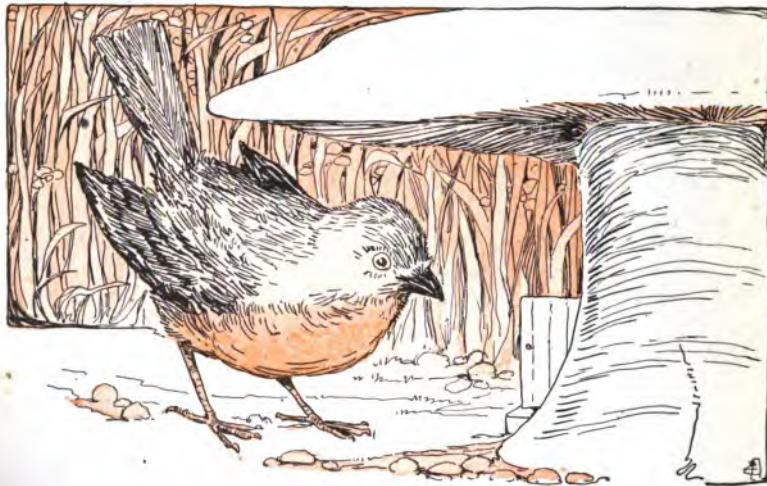
Robin Redbreast came by. He asked,

“Why do you weep, Little Ant?”

The little ant said,

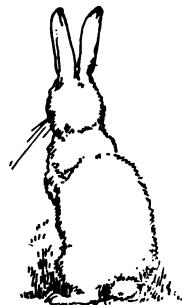
“Cri-Cri is drowned, and so I weep.”

“Then I will cut off my bill,” said Robin Redbreast.





White Rabbit came by.  
White Rabbit asked,  
"Why do you cut off your  
bill, Robin Redbreast?"



"Cri-Cri is drowned,  
The little ant weeps,  
So I cut off my bill."

"Then I will cut off my tail," said  
the white rabbit.

Then came the Queen.  
"Why do you cut off your tail,  
White Rabbit?" asked the Queen.

White Rabbit said,

“Cri-Cri is drowned,  
The little ant weeps,  
Robin Redbreast cuts off his bill,  
And I cut off my tail.”

“Then I, the Queen, will cut off my braided hair.”

And that is why the Queen cut off her braided hair.



— SPANISH FOLK TALE.



## LITTLE ROBIN REDBREAST

Little Robin Redbreast sat upon a tree,  
Up went Pussy-cat and down went he;  
Down came Pussy-cat and away Robin  
ran;

Said little Robin Redbreast, "Catch  
me if you can."

— OLD ENGLISH RHYME.

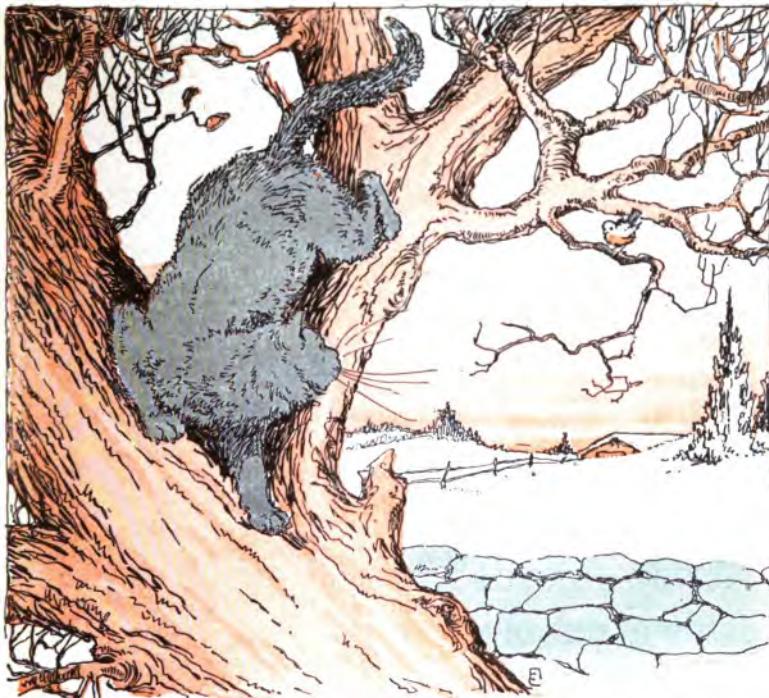


## ONCE I SAW A LITTLE BIRD

Once I saw a little bird  
Come hop, hop, hop;  
So I said, "Little bird,  
Will you stop, stop, stop?"

I was going to the window  
To say, "How do you do?"  
But he shook his little tail,  
And far away he flew.

— OLD ENGLISH RHYME.



## WEE ROBIN'S CHRISTMAS SONG

Wee Robin Redbreast sat in a tree.  
The big Gray Pussy came by.  
Gray Pussy asked, "Where are you  
going, Wee Robin?"

Wee Robin said, "I am going to the King to sing him a song this pleasant Christmas day."

Gray Pussy said, "Come to me, Wee Robin, and I will let you see my bonny white foot."

"No, no, Gray Pussy, no, no; you bit the small rat, but you shall not bite me."

Away flew Robin and sat on a wall.

Down on the ground was Sly Fox. Sly Fox asked, "Where are you going?"

"I am going to the King to sing him a song this Christmas day."

Sly Fox said, "Come down, Wee Robin, and I will let you see the pretty white hair on my tail."

"No, no, Sly Fox; you ate the wee chicks, but you shall not eat me."

So Wee Robin flew away and sat on a hill, and there he saw Hungry Wolf.

Hungry Wolf asked, "Where are you going, Wee Robin?"

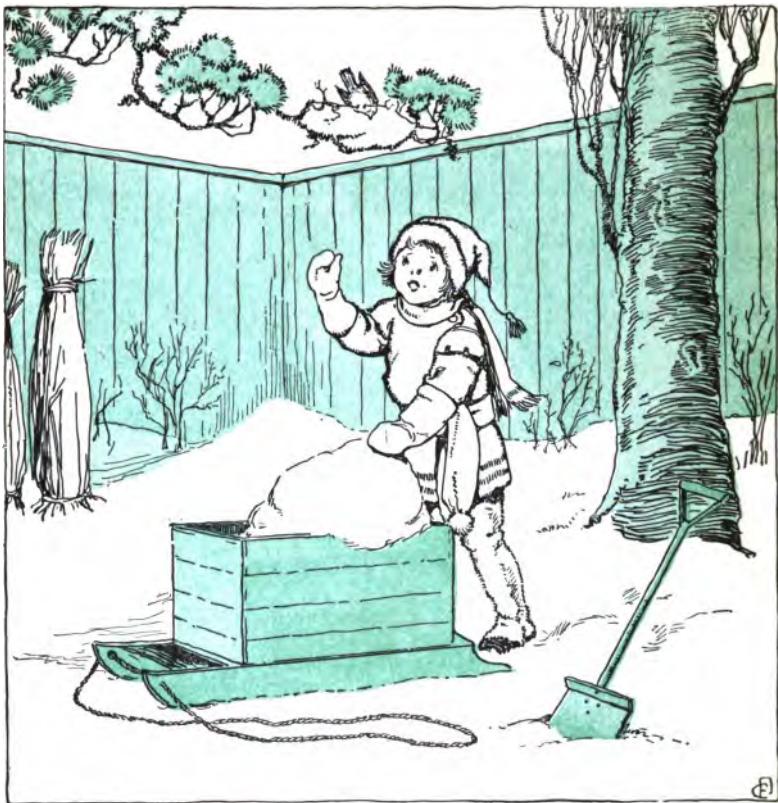
"Oh, I am going to the King to sing him a song this pleasant Christmas day."

Hungry Wolf said, "Come to me, Wee Robin, and I will let you see my bonny white feet."

"No, no, Hungry Wolf, no, no; you chased Wee Rabbit, but you shall not chase me."

Wee Robin went on and came to a garden. Wee Boy was in the garden.

Wee Boy asked, "Where are you going, Wee Robin?"

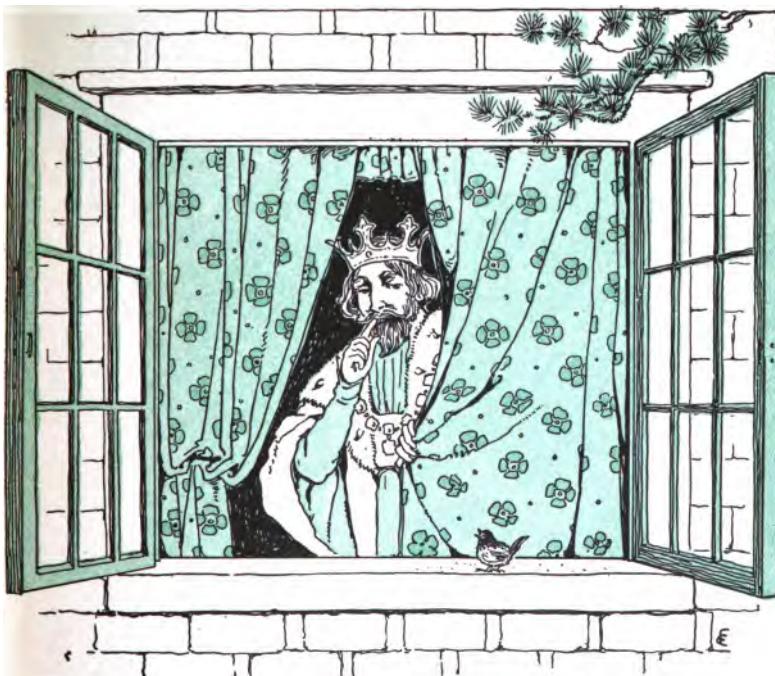


“I am going to the King to sing him a song this pleasant Christmas day.”

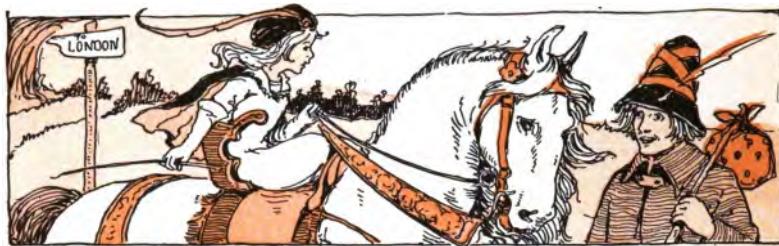
Wee Boy said, “Come to me, Wee Robin, and I will give you some bread to eat.”

“No, no, Wee Boy, no, no; you caught Wee Goat, but you shall not catch me.”

So Wee Robin flew far away and came to the King. He sat in the King’s window and began his pleasant Christmas song.



—SCOTCH FOLK TALE.



## LITTLE GIRL, LITTLE GIRL

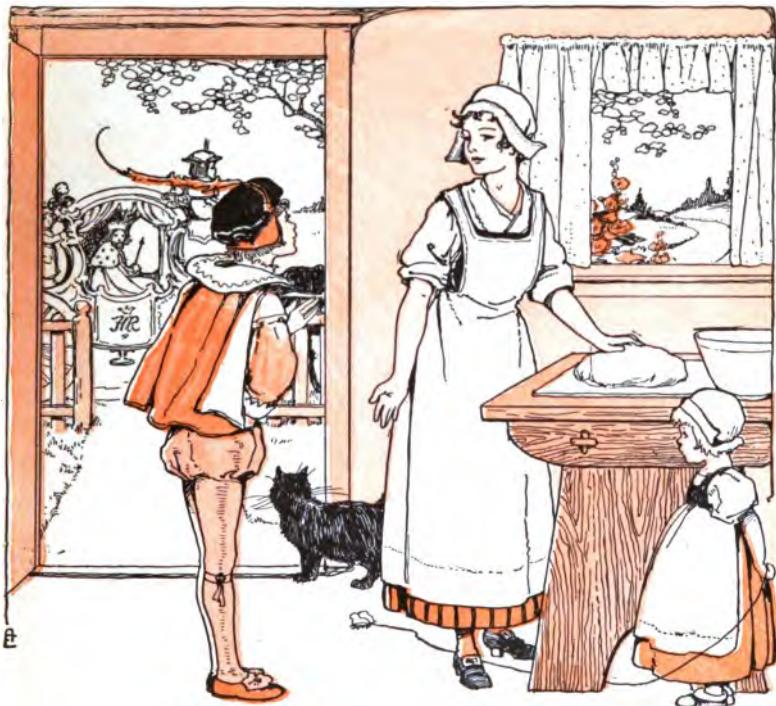
*Goodman.* Little girl, little girl,  
Where have you been ?

*Child.* I have been to London  
To see the Queen.

*Goodman.* Little girl, little girl,  
What gave she you ?

*Child.* She gave me a diamond  
As big as my shoe.

— OLD ENGLISH RHYME.



## I CAN MAKE WHITE BREAD

I can make white bread,  
Thick and thin;  
I can make white bread,  
Fit for a King.

—OLD ENGLISH RHYME.



## THE MONKEY AND THE NUT TREE

Once a monkey sat in a large tree eating nuts.

One of the nuts fell to the ground and grew into a tree.

The monkey saw the little nut tree and said, "Two trees cannot grow in this small garden."

Then the monkey ran to the gardener and said:

“O gardener, cut down your  
large tree

So that my little tree can grow.”

The gardener said, “I will not cut down that fine tree so that a little nut tree can grow.”

The monkey went to the officer and said:

“My dear officer, take this man.

The man will not cut down his  
large tree

So that my little tree can grow.”

The officer said, “I will not take the good gardener.”



Then the monkey went to the King :  
“ O King, punish the officer.  
The officer will not take the man,  
The man will not cut down his  
large tree  
So that my nut tree can grow.”

The King said, “ I will not punish  
a good officer.”



Then the monkey went to the Queen :

“O Queen, scold the King.

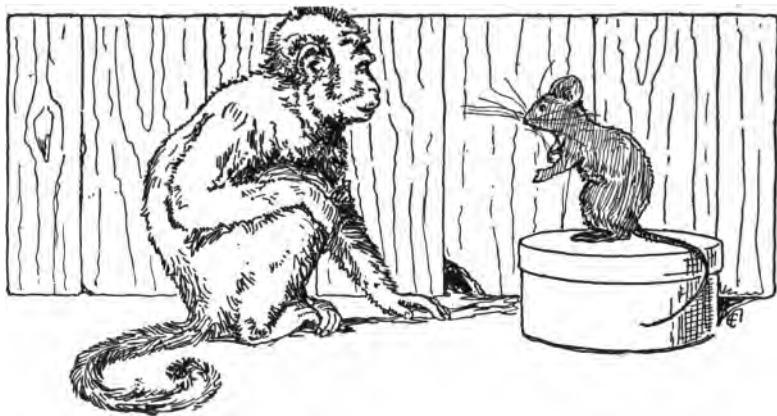
The King will not punish the officer,

The officer will not take the man,

The man will not cut down his  
large tree

So that my little nut tree can grow.”

The Queen said, “A Queen may  
not scold the King.”



Then the monkey went to the rat:  
“O rat, bite the Queen.  
The Queen will not scold the King,  
The King will not punish the officer,  
The officer will not take the man,  
The man will not cut down his  
large tree  
So that my little nut tree can grow.”

The rat said, “I will not bite the  
good Queen.”



Then the monkey went to the fire:  
“Fire, fire, burn the rat.  
The rat will not bite the Queen,  
The Queen will not scold the King,  
The King will not punish the officer,  
The officer will not take the man,  
The man will not cut down his  
large tree  
So that my little nut tree can grow.”  
The fire said, “I must bake the  
King a cake.”

Then the monkey went to the  
stream:

“Stream, stream, put out the fire.  
The fire will not burn the rat,  
The rat will not bite the Queen,  
The Queen will not scold the King,  
The King will not punish the officer,  
The officer will not take the man,  
The man will not cut his  
large tree  
So that my little nut tree can grow.”

The stream called, “Oh, no! I must  
make the mill grind the corn.”

Then the monkey went to the wind:



“Wind, wind, dry up the stream.  
The stream will not put out the fire,  
The fire will not burn the rat,  
The rat will not bite the Queen,  
The Queen will not scold the King,  
The King will not punish the officer,  
The officer will not take the man,  
The man will not cut his  
large tree  
So that my little nut tree can grow.”

Then a voice came from the wind and said, “Your little nut tree must grow where it is, and so must the large tree. Go away, selfish monkey, or I will blow your nut tree down to the ground.”

Then the monkey ran away in fear, and the little tree grew with the large tree in the pleasant garden.

— SPANISH FOLK TALE.



## IS JOHN SMITH WITHIN

*Boy.*      Is John Smith within?

*Blacksmith.*      Yes, that he is.

*Boy.*      Can he set a shoe?

*Blacksmith.*      Yes, laddie, two.

Here a nail, there a nail,  
Tick-tack-too.

— OLD ENGLISH RHYME



## THE LITTLE GRAY PONY

Once there was a man who had a  
little gray pony.

The man loved to jump on his pony  
and ride away, clippety-clippety-clap!

The pony's feet made a little song  
as he ran, for he was a good little  
pony and loved to go clippety-clippety-  
clap!

One day the little gray pony lost a  
shoe. When the man saw that the  
shoe was lost, he cried:

“What shall I do? What shall I do?  
My little pony has lost a shoe!”



Then he went to the blacksmith and  
said:

“Blacksmith! Blacksmith! I've come  
to you;  
My little gray pony has lost a shoe!”



But the Blacksmith said:  
"How can I shoe your pony's feet,  
For I've no coal the iron to heat."

Then the man went to buy coal.

He met a farmer and said:  
"Farmer, Farmer, I've come to you;  
My little gray pony has lost a shoe!  
Give me some coal the iron to heat  
That the blacksmith may shoe my  
pony's feet."

The farmer said:  
"I can give you corn and hay and  
wheat,  
But I've no coal the iron to heat."

Then the man saw a miller and  
said:  
"Miller, Miller, I've come to you;  
My little gray pony has lost a shoe!  
Give me some coal the iron to heat  
That the blacksmith may shoe my  
pony's feet."

The miller said:



“I have wheels that go round and round,  
And stones to turn till the wheat is ground;  
But I’ve no coal the iron to heat  
That the blacksmith may shoe your pony’s feet.”

An old woman came by. The man said to her:

“What shall I do? What shall I do?  
My little gray pony has lost a shoe!”

The old woman said in a pleasant voice:

“If you would know where coal is found,

You must go to the miner who works in the ground.”



The man went to the miner who works down in the mine, under the ground.

“Miner, Miner, I’ve come to you;  
My little gray pony has lost a shoe!  
Give me some coal the iron to heat  
That the blacksmith may shoe my  
pony’s feet.”

The miner gave coal to the man, and he took it to the blacksmith.

The blacksmith went to the fire and made four shoes with a clang! and a clang! He nailed them on the little gray feet with a tick-tack-too!

Then away rode the man on his little gray pony, clippety-clippety-clap!

—MAUD LINDSAY. *Adapted.*



## THE MAN AND THE CAMEL

There was once a man who lived in a tent.

A camel came to the tent one day.  
"I want to live in this nice tent," said the camel.

So he put his head through the door.

The man saw the camel's head and asked, "What are you doing?"

"Oh, I am putting my head into your tent."

"The camel's head will do no harm in my tent," said the man.

Then the camel put one foot into the tent.

"What are you doing?"

"Oh, I am putting one foot into your tent."

"The camel's one foot will do no harm," said the man.

Then the camel put two feet into the nice little tent.

"What are you doing?"

"Oh, I am putting two feet into your pleasant tent."

“The camel’s two feet will do no harm in my tent,” said the man.

Then the camel put three feet into the little tent.

“What are you doing? You are in my tent. Go out.”

The camel put four feet into the tent. Then he said, “It is my tent. You go out.”

And he put the man out.



—AESOP.



## THE THREE BEARS

Three bears lived in a little house. There was a father bear, a mother bear, and a baby bear.

The father was a great bear.

The mother was a middle-sized bear.

The baby was a little bear.

One day the three bears made some soup. Then they went out to look for nuts.

A little girl named Golden-Hair  
came to the bears' home.

She knocked at the door three times.

No one said, "Come in!"

But Golden-Hair opened the door  
and went in.

She saw three bowls of soup:  
a great bowl for the father bear,  
a middle-sized bowl for the mother,  
and a little bowl for the baby.

Golden-Hair was hungry.

She tasted the soup in the great  
bowl; it was too hot for her.

She tasted the soup in the middle-  
sized bowl; it was too hot for her.

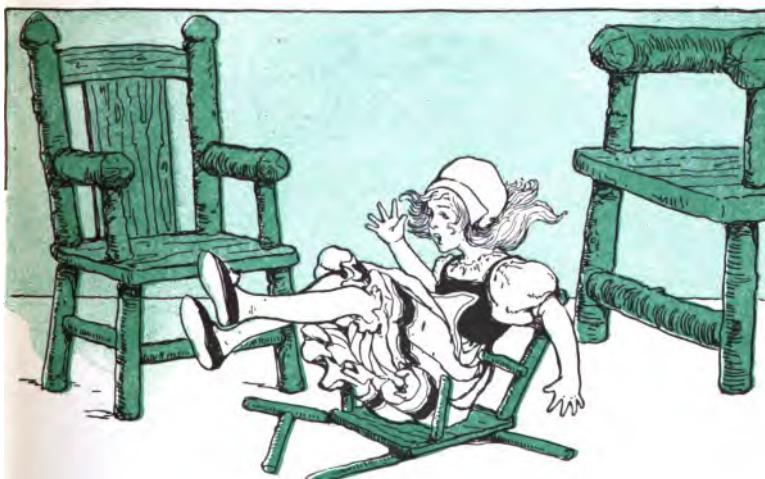
She tasted the soup in the little  
bowl; it was just right, so she ate it all.

Golden-Hair saw three chairs:  
a great chair for the father bear,  
a middle-sized chair for the mother,  
and a little chair for the baby.

She sat in the great chair; it was  
too hard for her.

She sat in the middle-sized chair;  
it was too hard for her.

She sat in the little chair; it was  
just right, but she broke it down.



Golden-Hair ran up the stair.  
She saw three beds in the room :  
a great bed for the father bear,  
a middle-sized bed for the mother,  
and a little bed for the baby.

Golden-Hair lay down on the great bed ; it was too hard for her.

She lay down on the middle-sized bed ; it was too hard for her.

She lay down on the little bed ; it was just right, so she fell asleep.

Then the three bears came home.  
The father bear saw a spoon  
in his bowl of soup.

“SOME ONE HAS TASTED MY SOUP,”

said the father bear in a great voice.

“SOME ONE HAS TASTED MY SOUP,”

said the mother bear in a middle voice.

“*Some one has tasted my soup  
and it is all gone,*”

said the baby bear in a little voice.

The three bears saw the three chairs.

“SOME ONE HAS BEEN SITTING IN MY CHAIR,”

said the father bear in a great voice.

“SOME ONE HAS BEEN SITTING IN MY CHAIR,”

said the mother bear in a middle voice.

“*Some one has been sitting in my  
chair and has broken it down,*”

said the baby bear in a little voice.

Then the three bears went up the stair.

“SOME ONE HAS BEEN LYING  
IN MY BED,”

said the father bear in a great voice.

“SOME ONE HAS BEEN LYING IN MY  
BED,”

said the mother bear in a middle voice.

“*Some one has been lying in my  
bed and here she is!*”

said the baby bear in a little voice.

The voice of the baby bear awoke Golden-Hair. She saw the three bears. She was so afraid that she ran to the window and jumped out. When the three bears got to the window, they saw her running away home.

— ROBERT SOUTHEY. *Adapted.*



## A BROOM SONG

Buy a large one for the lady,  
And a small one for the baby;  
Come, buy, pretty lady,  
Come, buy a broom.

Buy a broom !

Buy a broom !

Come, buy, pretty lady,  
Come, buy a broom.

— BOHEMIAN SONG.



## THE WISE LION

A little rabbit was afraid.  
One day she said over and over,  
“It may be the Earth will fall in!”  
All at once she heard a noise.  
It was a nut falling on some sticks.  
The little rabbit heard it and called,  
“The Earth is falling in!”  
Away she ran and met her brother.  
The brother rabbit asked, “Where  
are you going, little rabbit?”

The little rabbit said, “I cannot stop, for the Earth is falling in!”

“The Earth is falling in, is it? I will go and tell my brother.”

So the brother rabbit ran to tell his brother rabbit, and he told his brother. By this time all the brother rabbits were crying, “The Earth is falling in!”

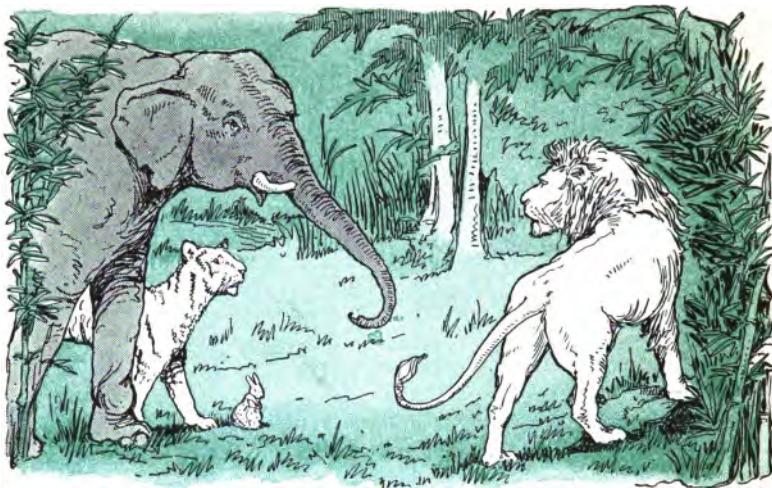
The large animals heard the cry. “What is this?” they asked, “the Earth is falling in?”

The deer began to say, “The Earth is falling in.”

Then the sheep and the goats began to cry, “It is falling in!”

The camel heard the cry and he said, “Yes, the Earth is falling in!”

Then the tiger and the elephant called, “The Earth is falling in! The Earth is falling in!”



The wise lion heard all this noise.  
He made all the animals stop. Then  
he said, "Tell me what you are all  
saying."

"The Earth is falling in!" they  
cried.

Then the lion said to the elephant,  
"What is this you are saying?"

"The Earth is falling in!" said the  
elephant.

"Why do you say so?"

“ Well, the tiger told me.”

“ Who told you, Tiger ? ”

“ The camel told me.”

“ Who told you, Camel ? ”

“ A goat told me.”

“ Who told you, Goat ? ”

“ A sheep told me.”

“ Who told you, Sheep ? ”

“ A deer told me.”

“ Who told you, Deer ? ”

“ A rabbit told me.”

“ Who told you, Rabbit ? ”

“ Oh, we heard it from that little rabbit.”

Then the wise lion said, “ What made you say that, Little Rabbit ? ”

The little rabbit said, “ I *saw* it.”

“You saw it?” said the lion,  
“where?”

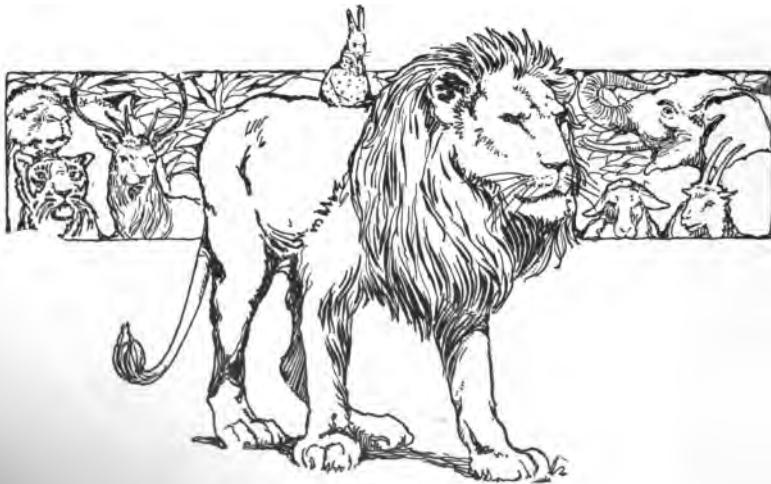
“By that tall nut tree.”

The wise lion said, “Come with me,  
Little Rabbit, and we shall see.”

“No, no, I cannot, I am so afraid.”

“Do not be afraid, Little Rabbit.  
I am going to put you on my back.”

So the lion set the little rabbit on  
his back, and they went to the tall  
nut tree.



The lion said to the little rabbit,  
"You heard this big nut fall on the  
hard sticks."

Then the little rabbit said, "Yes, I  
see; the Earth is not falling in."

And the lion asked, "Shall we go  
back and tell all the animals?"

So they went back.

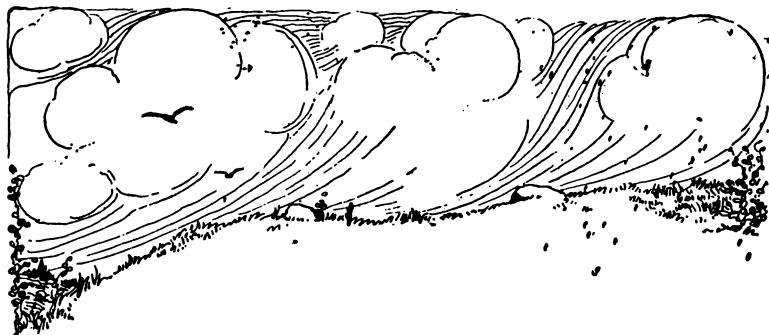
The little rabbit, standing beside the  
lion, said to all the animals, "The  
Earth is not falling in."

Then the animals, large and small,  
began to say, "No, the Earth is not  
falling in."

They went away, one by one, say-  
ing softly,

"The Earth is not falling in. It is  
not falling in . . . not falling in."

—MARIE L. SHEDLOCK. *Adapted.*



## THERE WERE TWO BLACKBIRDS

There were two blackbirds  
Sitting on a hill,  
The one was named Jack,  
The other named Jill.



Fly away, Jack !  
Fly away, Jill !  
Come again, Jack !  
Come again, Jill !

— OLD ENGLISH RHYME.

# ALPHABET

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	
X	Y	Z	

This is the last  
Of    A    B    C



a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	

A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

## SUGGESTIONS TO THE TEACHER

*The Child's Interest.* The child's first reading book that begins with literature in place of "made-up" sentences is based on the great truth that *the child's interest is the central factor in learning to read*. When the child wants to learn to read in order to get something through reading, he may be trusted to succeed. The thing which the child invariably wants to get is the story.

*The Story.* In its structure the story presents a definite sequence and outcome. Its sequence is the thread that holds its parts together. In a simple story the mind easily follows the sequence and grasps the end or outcome. For this reason the story is calculated by its structure to meet the child's *first need of grasping a connected literary whole*.

*The content* of the story tends to create in the child's mind a series of images and so lead him into a delightful new world. If the story is adapted to the child, its content or meaning has a direct value for his mind. He gets a vital reaction out of it. On this fact rests his interest.

Many folk tales are adapted to the child's first book because of their simple form and literary charm and because they appeal to the human or social interest. The cumulative form of many of these folk tales is especially good because the development moves forward by easy steps and gives a constant and attractive repetition. These cumulative tales are really rhymes for which the children have an innate love. Along with the Nursery Rhymes introduced, they satisfy the child's desire for rhyming, they give him something to memorize and help him in the most attractive way to a vocabulary of simple basal words.

*Dramatizing.* Most of the stories and all the rhymes in this book lend themselves readily to simple dramatic action. Act-

ing out the story is one of the surest means of giving the child the habit of vividly picturing the content. For this reason it tends to make him a good reader. Such dramatization should be very simple and in the child's own manner. Acting the story should come *in the last stage of its study*, as the child must have time to grow into its imagery so that his expression may be simple and natural.

*Blackboard Work.* Before taking up this book the class should have a few weeks of blackboard reading. Word and sentence *seeing* is a perfectly new activity for the child's perceptive powers, and the blackboard is best in initiating this work. Introduce the work by writing a short sentence growing out of some immediate experience. Give the children time to grasp the sentence silently before they read it orally. Words in connection are most easily grasped; teach the class to recognize phrase wholes as well as sentence and word wholes. When such new phrases as "in the garden," "at the window," "a little girl," occur, place them on the board along with the new words and work for their quick recognition as wholes. Such training leads to ease in grasping sentences.

Have daily exercises (*apart from* the regular reading lesson) in the quick recognition of word and phrase forms, in word rhyming, in sentence building, in making word families, etc. Train the children to be self-helpful in finding out words for themselves. Help them to recognize simple compounds that are made up of familiar words like into, cannot, blackbird, etc. Give simple inflections like king('s), bed(s), run(s), work(ed) without comment. The context makes the use of such words evident. As the work progresses let the children make lists of words with simple endings like *ing, ed*, etc.

Make a list of words and phrases that are most difficult for *your* children and give them patient and continuous training on these. The words of nearly equal length that have little to distinguish them are most difficult, as *there* and *their*. As a rule children learn most quickly when they vividly picture or appreciate the content, *e.g.* gallops, gnawed, tossed, hungry, punish. Long words that are strongly *individual in form* are easily learned, because they do not *look* like any other word in the child's vocabulary, *e.g.* Golden-Hair, London, Elephant.

Words that the children fancy as play words are quickly learned — as Cri-Cri, Chinny-chin, etc. In these exercises remember always to be most vigilant over those words that belong to the fundamental vocabulary.

When the children are ready to take up Book One, they should be prepared for the new story by a little talk which will lead their thought toward the subject of the lesson and prepare them to appreciate it, without, however, giving them any of its direct content. This talk with the children should find immediate expression in a group of short related sentences written on the board for the class to read. This work should be a preparation in vocabulary as well as idea. The words of the book lesson and important phrases should be placed on the board and the children given special help in their ready and intelligent recognition.

*Taking up the Book.* The child's attitude toward his first book is a matter of the utmost importance. He should not only learn to love his book, but he should learn to love to be with it. The first book should initiate the child into the love of literature. Several things will help toward this good end.

First among these is *the habit of silent reading*. The very day the book is taken up, the class should have a period of re-reading the lesson of the day silently. The teacher should be free in these first periods of silent reading to help the children over difficulties, to check the idle tendency to turn pages at random, and to encourage a closer observation of both picture and text. Most children need help in getting living insights into these stories. The oral lesson is likely to hold some help in interpreting the book. The period of silent reading gives him an *opportunity to assimilate* this and make it his own. As soon as possible the class should become self-helpful and self-directive in these periods.

*Second. The power of vividly imaging the story or situation.* The child's imagery is essentially his own. It finds in the folk tale and rhyme a most congenial atmosphere. If the child becomes mentally active over the illustration, it becomes a means of adding charm and truth to his imagery — all this should augment the child's love of his book.

*Phonics.* The children should be helped early to the sound

analysis of words. The teacher should introduce this work by "sounding" phonetically a few familiar words, *r-un*, *s-it*, *g-o*. Teach the child to separate the initial consonant in simple phonetic words. Write these. Be careful always to see that the sounds are given correctly and that the child makes the *blend* properly. Special attention should be given to the initial and the final consonants.

The key to phonics is slow pronunciation. In presenting a new phonogram the teacher should pronounce the key word slowly so as to bring out the phonogram, *e.g.* *k-ing* : repeat more rapidly, making blend. As the phonogram recurs help the children to recognize it. Give the children exercises in analyzing simple consonant sounds as *f* in *fed*, *h* in *hat*, *b* in *big*, etc. Let the children use these familiar consonant sounds with the phonograms they have mastered so as to make new words, *e.g.* *f*, *h*, and *b* with the *at* phonogram make *fat*, *hat*, *bat*. Such work should lead the child to closer habits of observing words and give him a growing sense of word mastery.

Make all this work count as ear, eye, and speech training. See that children are quick to *hear* and *see* and accurate in *pronouncing* all phonograms. Teach simple phonograms as they occur, choosing those that recur most frequently. The *names* of the letters should not be taught until this work is thoroughly established—the child should form the habit of thinking the *sound* of the letter before he has its name.

Do not let the work in phonics interfere with the natural and necessary habit of recognizing the word through the context. The child should read through the context and help himself out with phonics only when this fails him. As the work advances he should grow less and less conscious of the words as he reads and more directly intent on meaning. The whole aim of the work is to make him a reader, not a mere word adept. For this reason training in mechanics must take place outside the reading hour.

*Phrase Training.* Certain words, notably adjectives, adverbs, and prepositions, are more quickly grasped when they are presented in relation to some other word or words to which they are joined through meaning. In this way the word is associated with its form. Phrase training leads to more intelligent grasp of meaning and thus to better expression in oral reading.

## LIST BY PAGE OF NEW WORDS AND IMPORTANT PHRASES

New words are underscored. Words or phrases for review are in parenthesis. Capitalization follows the text. Average number of new words three to a page.

5. <u>The key</u>	13. <u>ground</u>	(A cat)	22. <u>thresh</u>
the key	<u>grew</u> the	A <u>pig</u>	<u>grind</u>
To	grass	was	(grind it)
<u>King's</u>	14. <u>will</u>	(in the garden)	23. <u>make</u>
<u>garden</u>	<u>buy</u>	some	bread
6. <u>I sell</u>	(I will buy)	wheat	(Bread)
7. <u>the string</u>	15. <u>little</u>	19. <u>found</u>	(make bread)
That	acorn	The hen	eat
<u>held</u>	sister	said	But
8. <u>the rat</u>	One	See	had
<u>gnawed</u>	Two	it	24. <u>my</u>
9. <u>the cat</u>	Three	20. The hen	seeds
<u>caught</u>	girls	asked	small
10. <u>dog</u>	16. <u>No</u>	Who	(will grow)
<u>chased</u>	red	21. will plant	flowers
11. <u>cow</u>	hen	this wheat	tall
<u>tossed</u>	ran	I will not	25. This is
12. <u>grass</u>	chicks	I will then	house
<u>fed</u>	(to the garden)	21. <u>grew up</u>	boys
	18. <u>A rat</u>	(Then)	built
		will <u>cut</u>	board

was nailed (in the house)	is put (on the table)	I shall build	44. did not
26. log made tree in the wood	32. braided hair (washes the china) with great care	37. soft straw (This straw) a wolf came	45. Peter Nanny a goat name ran away saw on a hill
27. farmer strong good Strong and good	33. a room At the foot of the stair Where works	knocked at the door Let me 40. by the hair chinny - chin	46. supper My dear fox bite home (Come) (come home)
28. cook crows in the morn wakes	34. a doll we call Clare	huffed puffed blow (blew in)	48. bear kill I am hungry I want
29. laddie corn (planting corn) feeds	take	your house ate	
30. table white square stands	35. Once there was a mother pig (There was) 36. One day Go find went (Little pig)	41. sticks (of sticks) 42. So 43. some stone (This stone) (of stone) He worked (one day) (two days) (three days) (was built)	49. man shoot rope hang 50. (But) (catch) 51. are Give me

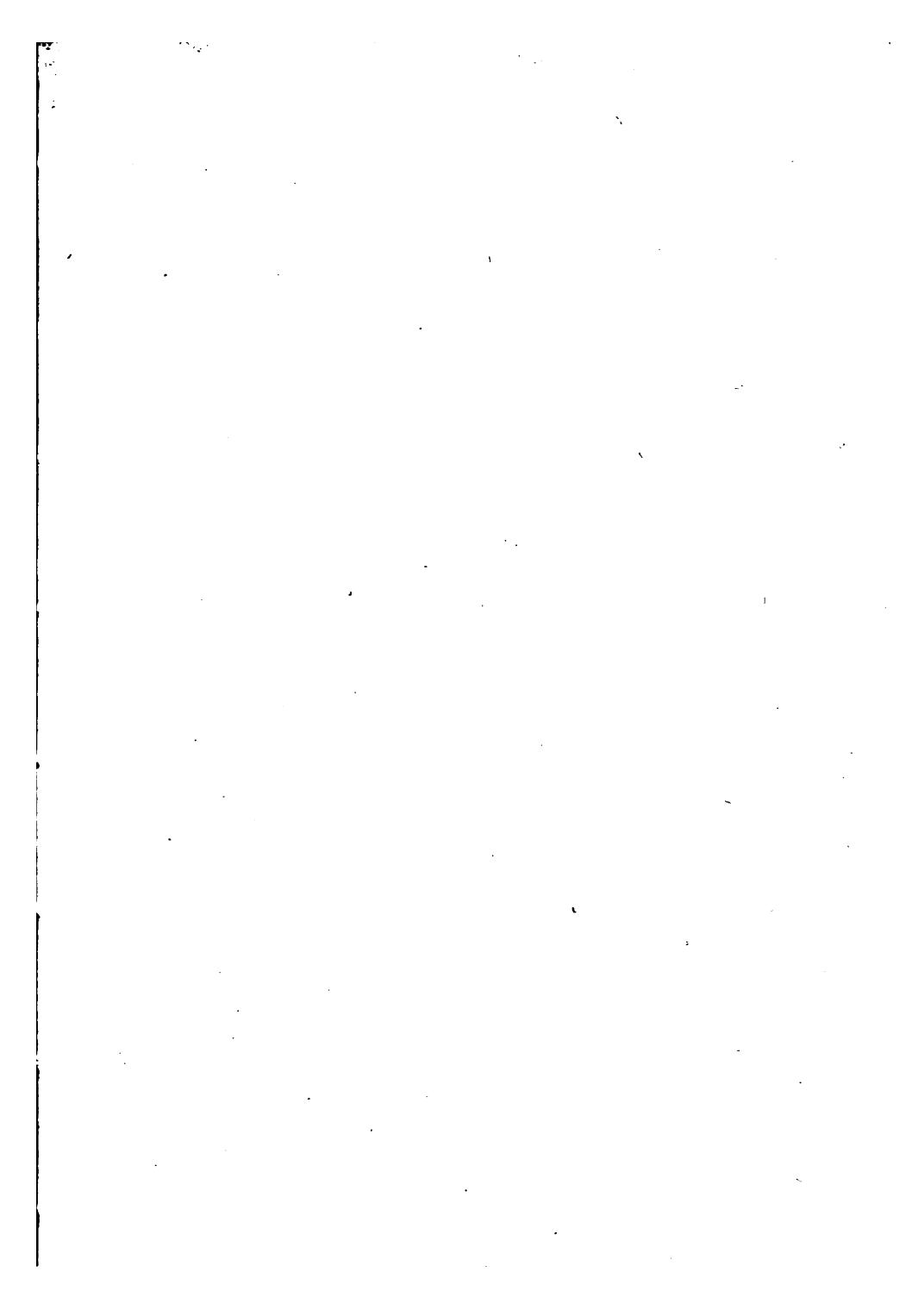
<u>milk</u>	(With a spring)	<u>65. you must</u>	(You may)
for (gave)		be	<u>sweet</u>
<u>52. gate</u>	<u>57. She met</u>	<u>I may be</u>	<u>73. stir</u>
her leg	Strong ox	sun	Do not
<u>Mah-ah</u>	help me	melt	<u>spoon</u>
	I am afraid	wall	fell
	<u>58. big</u>	keeps	<u>drowned</u>
<u>53. butter</u>	<u>Oh</u>	<u>68. Cri-Cri</u>	<u>74. Robin</u>
<u>Waiting</u>		lived	<u>Red-</u>
<u>cake</u>	<u>59. fine</u>	<u>pretty</u>	<u>breast</u>
(a buttered cake)	(Help me)	hear	<u>Why</u>
	(a fine cock)	<u>sing</u>	<u>cut off</u>
<u>54. rabbit</u>	<u>60. the poor</u>	<u>Moo-oo</u>	<u>bill</u>
<u>cabbage</u>	rabbit		
<u>soup</u>	(No one)	<u>69. speak</u>	<u>75. tail</u>
(to look)	out of	pleasant	<u>Queen</u>
(to make)	<u>ant</u>	<u>Bow-wow</u>	
	<u>weep</u>	(bow-wow)	<u>77. sat</u>
<u>55. from</u>	<u>61. they</u>	<u>broom</u>	<u>upon a</u>
the	<u>together</u>	<u>Ugh-ugh</u>	tree
garden		(Pretty Ant)	<u>down</u>
locked		<u>71. Gray</u>	<u>if you can</u>
<u>A gruff</u>	<u>62. great</u>	<u>Pussy</u>	(Up)
voice	keyhole		(Down)
(Who is it)	<u>stung</u>	<u>began</u>	(Said)
<u>56. huge</u>	<u>window</u>	<u>Meow</u>	<u>78. hop</u>
<u>jolly</u>		meow	<u>stop</u>
<u>a spring</u>	<u>64. snow</u>	<u>Cock-a-</u>	<u>how do you</u>
<u>a bound</u>	food	doodle-	do
<u>can</u>	<u>clogged</u>	<u>doo</u>	<u>shook</u>
<u>in no time</u>	feet		
	(It began)		

<u>far away</u>	88.	<u>punish</u>	<u>ride away</u>	(into the tent)
<u>he flew</u> (flew away)	89.	<u>scold</u>	<u>clippety-</u> <u>clap</u>	<u>head</u> <u>through</u>
79. <u>Wee</u> <u>Robin</u> <u>Christmas</u>	91.	<u>fire</u> <u>bake</u>	96. <u>lost a shoe</u> <u>what shall</u>	<u>the</u> <u>door</u>
<u>song</u>		<u>stream</u>	97. (How can I) <u>coal</u>	<u>do no</u> <u>harm</u>
go			<u>iron</u>	103. <u>middle-</u> <u>sized</u>
80. <u>him</u>	92.	<u>mill</u>	<u>heat the</u>	<u>bear</u>
<u>bonny</u>		<u>wind</u>	<u>iron</u>	<u>father</u>
<u>Sly Fox</u>	93.	<u>selfish</u>	98. <u>hay</u>	<u>bear</u>
81. (to a garden)		<u>in fear</u>	<u>miller</u>	<u>baby bear</u>
84. (good man)		(Go away)	(I can give)	106. <u>Golden</u>
<u>child</u>		(ran away)	(may shoe)	<u>Hair</u>
I have	94.	<u>John</u>	99. <u>wheels</u>	(No one)
<u>been</u>		<u>Smith</u>	<u>round and</u>	<u>opened</u>
<u>London</u>		<u>within</u>	<u>round</u>	<u>the</u>
<u>diamond</u>		<u>Blacksmith</u>	<u>turn</u>	<u>door</u>
<u>As big as</u>		<u>set a shoe</u>	<u>old woman</u>	<u>bowls</u>
<u>shoe</u>		<u>Yes</u>		<u>tasted</u>
85. <u>Thick and</u>		<u>Here and</u>	100. <u>miner</u>	<u>too hot</u>
<u>thin</u>		<u>there</u>		<u>just right</u>
<u>Fit for a</u>		<u>Tick-tack-</u>	101. <u>under the</u>	<u>chairs</u>
<u>King</u>		<u>too</u>		<u>four</u>
86. <u>monkey</u>	95.	<u>pony</u> (on his pony)	102. <u>under the</u>	<u>too hard</u>
<u>nut</u>		<u>loved to</u>	<u>ground</u>	<u>broke it</u>
<u>large tree</u>		<u>jump</u> (loved to go)	<u>camel</u>	<u>in</u>
87. <u>officer</u>			<u>in a tent</u>	108. <u>beds</u>

	<u>lay</u> down	112. <u>Wise</u>	deer	116. <u>(we shall see)</u>
	<u>fell</u> asleep	<u>Lion</u>	<u>sheep</u>	117. <u>(Shall we go)</u>
109.	(Some one)	<u>Earth</u>	<u>tiger</u>	<u>(They went away)</u>
	<u>has</u> tasted	<u>over</u> and	<u>elephant</u>	
	<u>all</u> <u>gone</u>	<u>over</u>	114. <u>saying</u>	118. <u>black-</u>
	<u>has</u> <u>been</u>	heard a	(say so)	<u>birds</u>
	<u>sitting</u>	<u>noise</u>	115. Who <u>told</u>	The <u>other</u>
110.	<u>lying</u>	<u>brother</u>	you?	<u>Jack</u>
	(here she is)	<u>rabbit</u>	(told me)	<u>Jill</u>
	<u>awoke</u>	(day by day)		<u>fly</u> <u>away</u>
111.	for the	113. <u>go</u> and	(What made you)	come
	<u>lady</u>	<u>tell</u>	(say that)	<u>again</u>
			(I saw it)	

#### SUGGESTIVE LIST OF PHONOGRAMS AND CONSONANTS

PHONOGRAMS	KEYWORDS	CONSONANTS	KEYWORDS
ing, 5	king	p, 18	pig
at, 8	rat	s, 19	see
ow, 11	cow	c, 21	cut
o, 16	no	r, 17	ran
ill, 14	will	b, 58	big
all, 37	tall	th, 85	thin
ay, 36	day	f, 12	fed
ee, 19	see	h, 17	hen
ig, 35	pig	n, 20	not
a, 15	acorn	m, 23	make
ell, 6	sell	k, 5	king
it, 85	fit	t, 34	take
ick, 41	stick	l, 39	let
ed, 17	red	st, 41	stick





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